



Communities That Care

Community Assessment Training

Identifying
Priorities

Trainer's Guide
(60 minutes)

Module 4

Slides for Module 4

Title slide	4-1
We are here.	4-2
Module 4 goal	4-3
Objectives	4-4
Process overview	4-5
Advantages of focusing on an area or population	4-6
Different areas, different strategies	4-7
Priorities for Area 1	4-8
Priorities for Area 2	4-9
Disadvantages of focusing on an area or population	4-10
Examples of geographic areas	4-11
Examples of populations	4-12
Select areas or groups based on	4-13

Why prioritize risk factors?	4-14
Identifying community strengths	4-15
Prioritize risk factors based on	4-16
The prioritization process	4-17
Examples of decision-making processes	4-18
Making hard choices	4-19
Data analysis activity	4-20
Data analysis report-out	4-21
Summary	4-22
Next up	4-23



Mouse-Click Icon

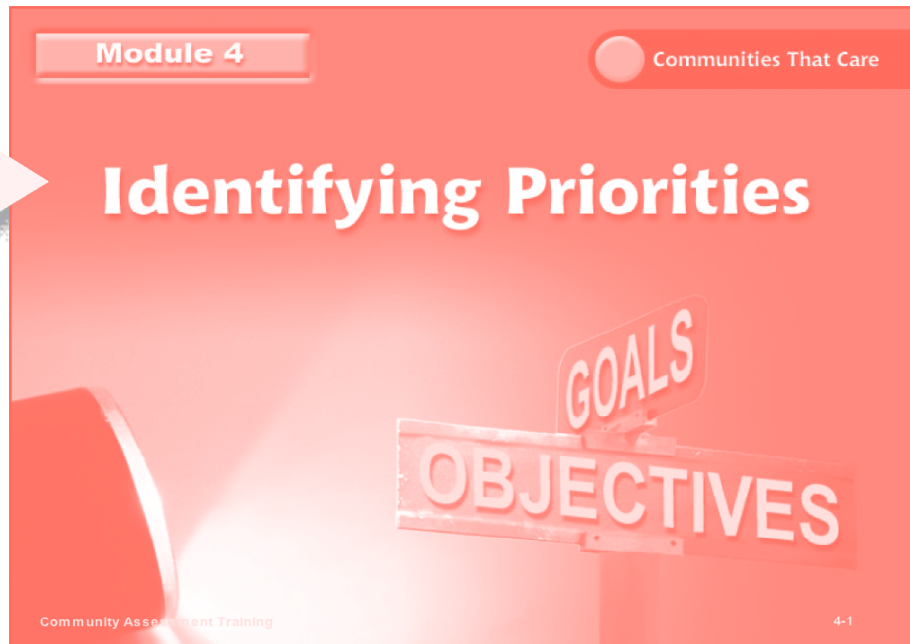
(for a computer-based presentation)

The mouse-click icon shows you what information will come up on the slide when you click. (Some slides use several clicks.)



Slide 4-1

Notes



Mental Set: Balloons

Material: 20 balloons of varied colors. (Make sure there are three or four red balloons. These will represent the priorities, but do not tell participants this until they have completed the first part of the activity.)

Time: 15 minutes

Instructions:

1. Announce that you are going to hand out 20 balloons. Ask, "Why 20?" [20 risk factors]
2. Give out the 20 balloons, and ask people to blow them up and tie them off.
3. Ask the people with balloons to get up and stand together. Give them these rules:
 - When I call "Go," bat your balloon as high as you can up in the air.
 - Try to keep all the balloons up in the air until I tell you to stop.
 - If a balloon falls to a table or the floor, it has to stay there.
4. Call out, "Go!"

5. Allow participants to bat the balloons for a minute or two. After at least one of the red balloons has hit the floor, call out, "Stop!" Ask people to hold up any balloons that haven't hit the floor. Ask, "What happened?" Elicit responses.
6. Now ask the same group to try it with only the red balloons. When everyone is ready, call out, "Go!"
7. After a minute or so, call out, "Stop." Ask, "What happened?" Elicit responses.

Debrief: *It was easier with fewer balloons. The same is true when addressing risk factors. We need to prioritize risk factors and build on community strengths so we can focus our efforts. We probably can't address all 20 risk factors at the same time. So let's find out which are most significant in our community, and focus on those.*

Notes

Module 4



Slide 4-2

Notes



Review the Phase Three modules and milestones. Let participants know that this module will cover the milestones "Prioritize populations or geographic areas" and "Identify priority risk and protective factors."

Module 4 goal:

To prepare you to analyze your community's assessment data to identify priorities for prevention action.

Communities That Care



Slide 4-3

Notes

Community Assessment Training

4-3

Review the slide.

Module 4



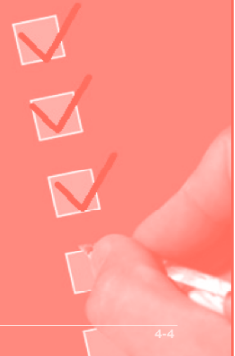
Slide 4-4

Notes

Objectives

Communities That Care

1. Identify priority geographic areas or populations for community attention.
2. Identify community strengths and two to five priority risk factors.



Community Assessment Training

4-4

Review the slide.



Slide 4-5

Notes

Once you have the Communities That Care Youth Survey and any archival data in hand, you're ready to analyze the data to identify:

- any geographic areas or populations in which the risk factors or problem behaviors are significantly higher than other areas or populations in the community
- a manageable list of priority risk factors as well as community strengths identified in the data.

The purpose of this process is to help your community focus its prevention efforts. That's what this module is all about.



Slide 4-6

Advantages of focusing on an area or population:

Communities That Care

- Efficient use of resources
- Increased local participation
- Direct and efficient impact



Community Assessment Training

4-6

Notes

Objective 1: Identify priority geographic areas or populations for community attention.

There are several advantages to looking at the risk profiles of different areas or populations within your community:

- *Focusing on specific areas or populations that have high levels of risk can provide for more efficient use of your community's limited resources by directing them to where they are most needed.*
- *You may increase local participation in the Communities That Care process in the selected areas or among the selected groups.*
- *If you know where risk factors are highest and protective factors are lowest, you can have a more direct impact on those factors by focusing prevention efforts in those areas.*

Ask participants if they can think of any other benefits of selecting a priority area or population.

Be sure to note that the purpose of this process is to find ways to focus the community's prevention efforts—not to replace the definition of the community as discussed in Phases One and Two.

Communities That Care

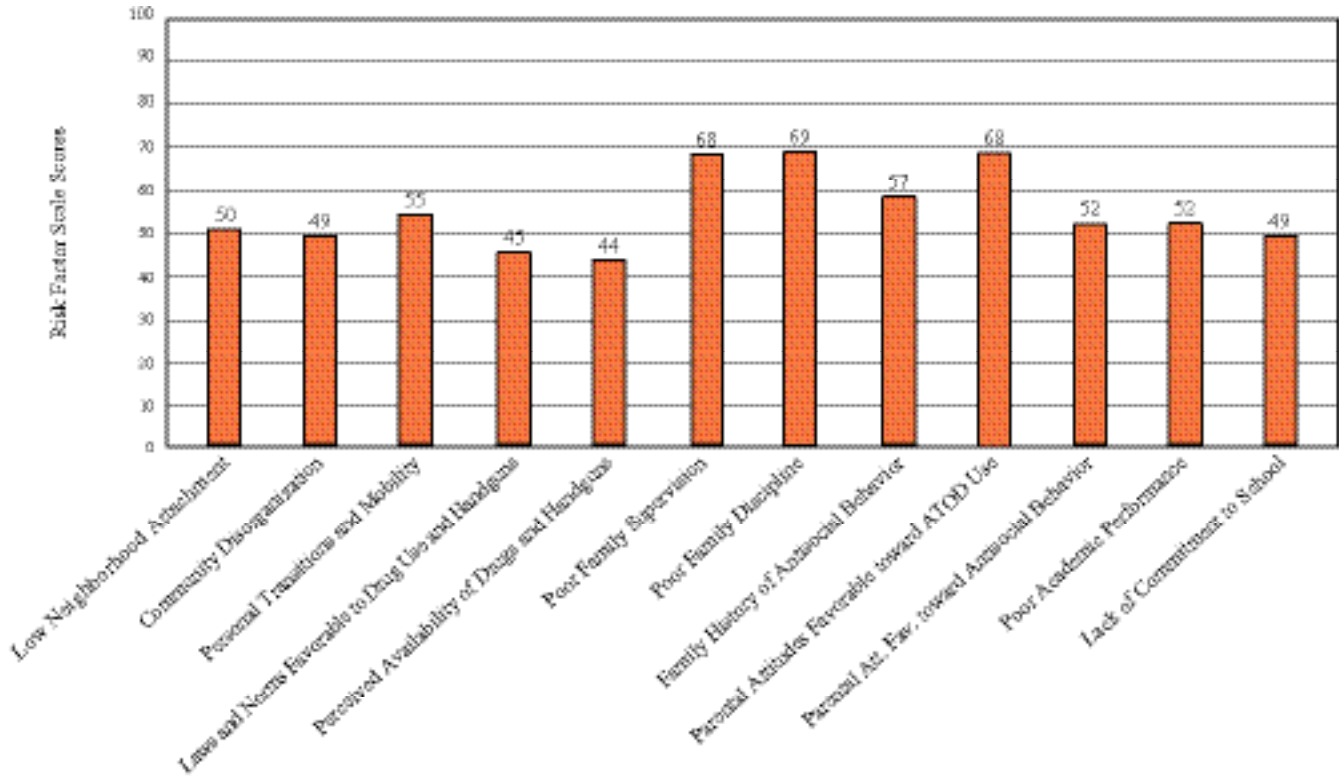


Give participants a few moments to look at the risk profile of Area 1 on the next page. Ask them to note their observations about the risk-factor levels in this area. After a minute or two, advance to slide 4-8 for further discussion.

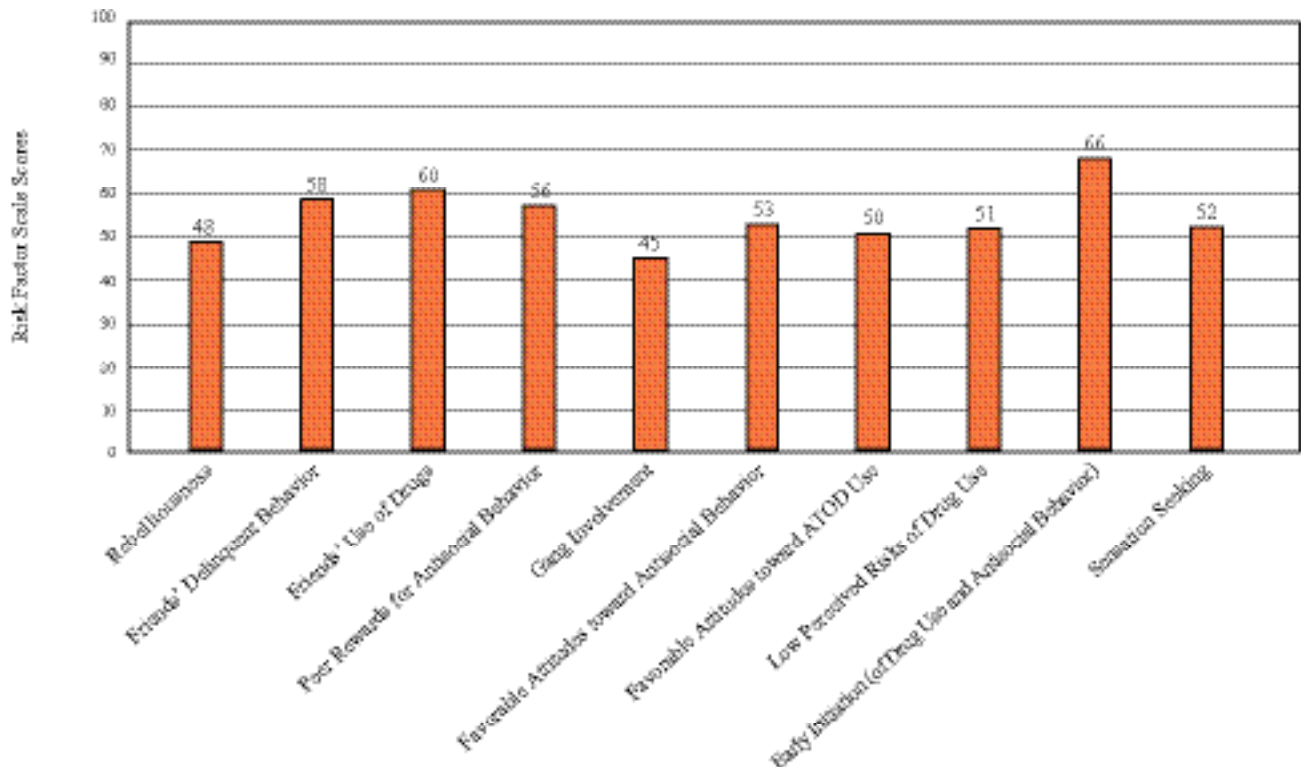
Activity

Area 1 Risk-Factor Profile

Community, Family and School Domain Risk Factor Scale Scores



Peer-Individual Domain Risk Factor Scale Scores



Priorities for Area 1:

Communities That Care

- Family Management Problems
(Poor Family Discipline, Poor Family Supervision)
- Favorable Parental Attitudes and Involvement in the Problem Behavior
(Parental Attitudes Favorable toward ATOD Use)
- Early Initiation of the Problem Behavior

Community Assessment Training

4-8



Slide 4-8

Notes

Objective 1: Identify priority geographic areas or populations for community attention.

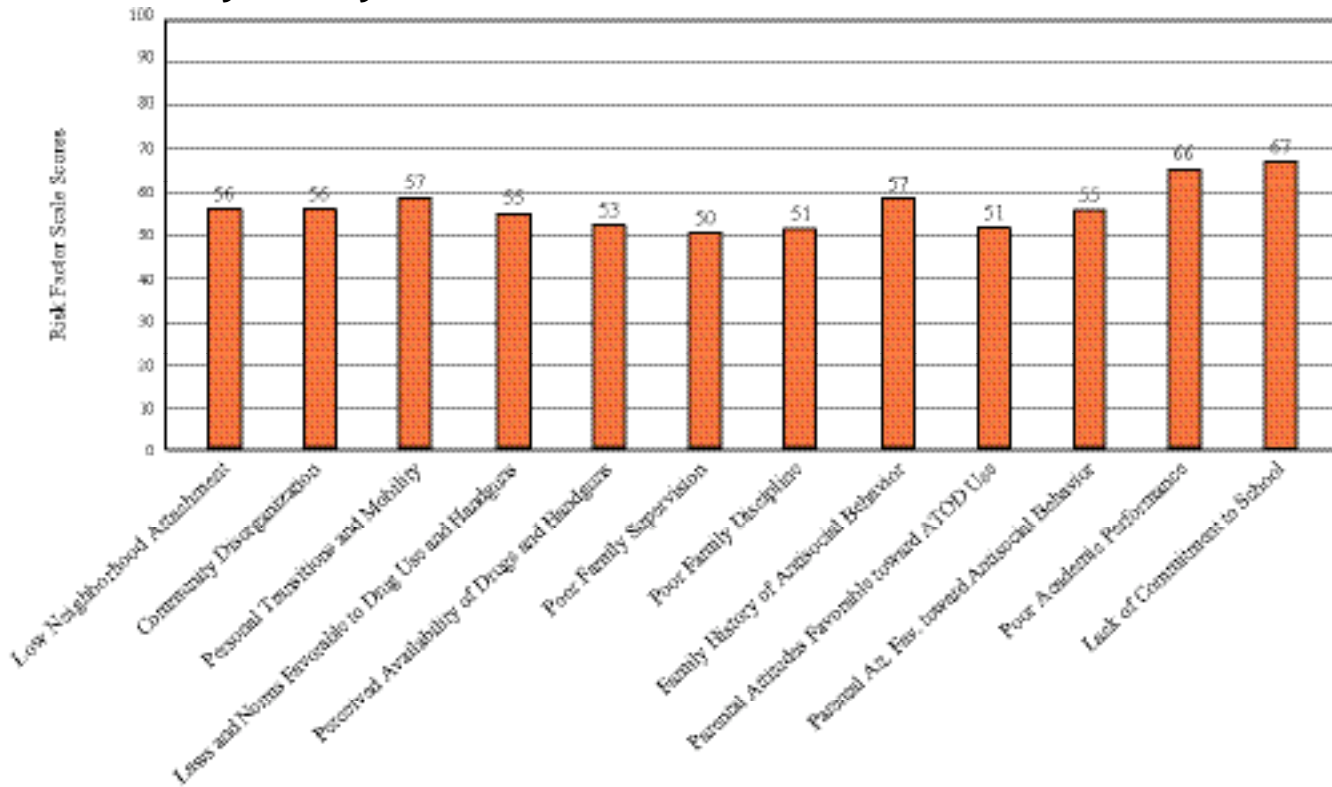
Ask participants what they observed about the risk-factor profile for Area 1.

As you could see, this area's most elevated risk factors are in the family domain. In particular, these adolescents report that their families are characterized by family management problems such as poor family discipline and supervision, as well as favorable parental attitudes toward ATOD use. Young people in Area 1 also report initiating problem behaviors early in life. Addressing these risk factors in this neighborhood should be a top priority for this city's Communities That Care effort.

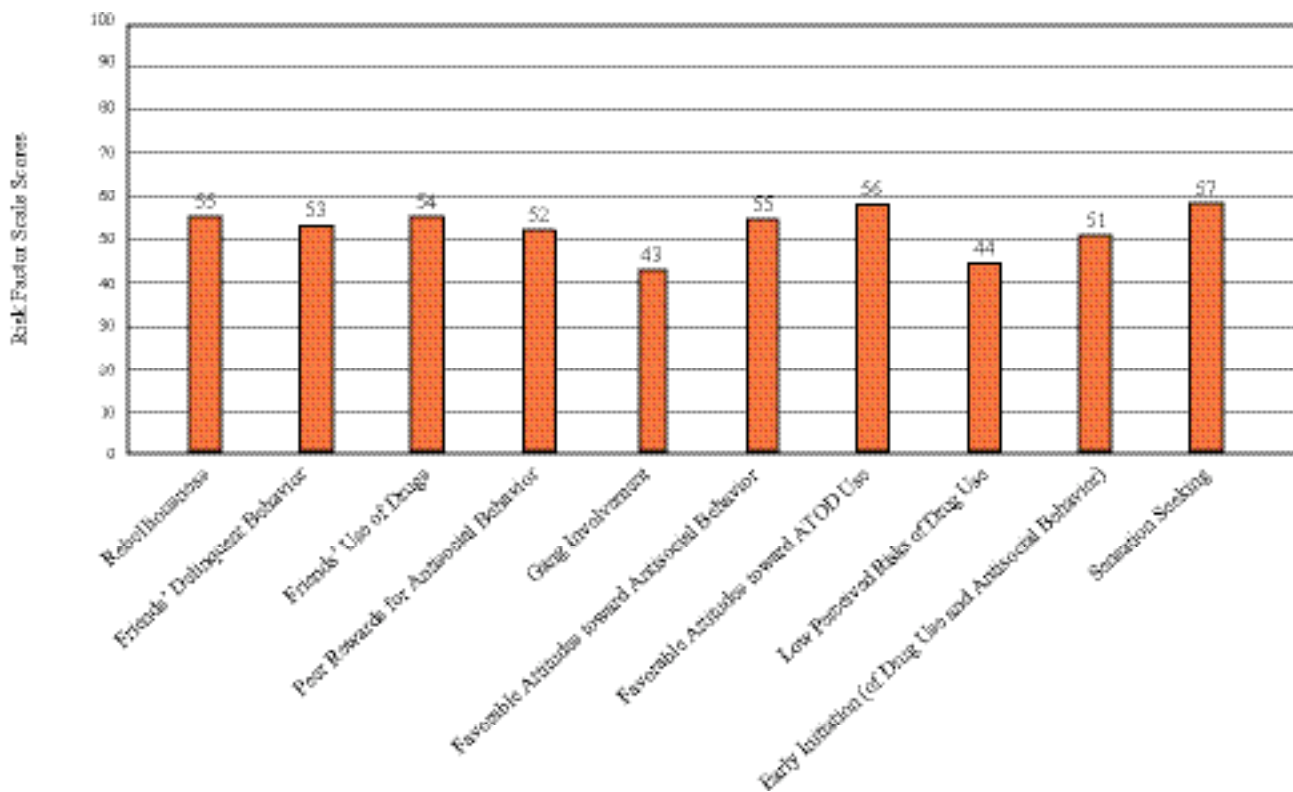
But does that mean that strategies and programs to address these risk factors should be implemented throughout the city? Not necessarily. Remember, different areas may have different risk profiles. Let's take a look at the risk profile of another area within this community on the next page of your guide.

Area 2 Risk-Factor Profile

Community, Family and School Domain Risk Factor Scale Scores



Peer-Individual Domain Risk Factor Scale Scores



Communities That Care

- 



Slide 4-9

But remember, identifying priority areas or groups must be based on data. If your community does not have the data broken down into geographic areas or populations, you won't be able to identify high-risk areas or groups. And for some communities, a community-wide approach makes the most sense. The approach your community takes depends on the size and nature of your community, and the availability of data.



Slide 4-10

Notes

Disadvantages of focusing on an area or population:

- Risk of alienating one area or group
- Perception of redlining or finger-pointing

Communities That Care

Community Assessment Training

4-10

Objective 1: Identify priority geographic areas or populations for community attention.

Review the slide. Ask participants if they can think of any other disadvantages of identifying a priority geographic area or population. It's important that participants explore the potential political ramifications of focusing efforts in this way.

While these are potential problems, Communities That Care provides a solution: matching high risk and low protection with tested, effective programs. So instead of redlining, you'll be implementing programs and strategies to reduce the most elevated risks in your community.

Examples of geographic areas:

- Catchment area for a school
- Town or city within a county
- Neighborhood within a city

Community Assessment Training

4-11



Slide 4-11

Notes

Objective 1: Identify priority geographic areas or populations for community attention.

Review the slide.



Slide 4-12

Examples of populations:

Communities That Care

- Specific age groups with elevated risk
- Ethnic or racial groups with elevated risk

Community Assessment Training

4-12

Objective 1: Identify priority geographic areas or populations for community attention.

Review the slide.

Notes

Select areas or groups based on:

- Higher risk and lower protection
- Higher incidence and prevalence of the problem behaviors
- Greater readiness of residents.

Community Assessment Training

4-13



Slide 4-13

Notes

Objective 1: Identify priority geographic areas or populations for community attention.

*So how do we identify a priority geographic area within the community?
By looking at the assessment data for:*

- *areas or groups with higher levels of risk factors or lower levels of protective factors than other areas*
- *areas or groups that have a higher incidence or prevalence of problem behaviors*
- *greater readiness of the residents of a particular area to mobilize and address the issues.*



Slide 4-14

Notes

Communities That Care

Why prioritize risk factors?

To achieve the greatest long-term impact on youth problem behaviors.



Community Assessment Training 4-14

Objective 2: Identify community strengths and two to five priority risk factors.

When you have identified any areas or groups with elevated risk in comparison with the rest of the community, it's time to look at the risk-factor data and identify specific priorities. These may be priorities that are specific to different areas within the community, or that are community-wide.

The purpose of prioritization is to narrow your focus down to a more manageable set of two to five risk factors and to identify community strengths revealed by the data. This creates a focus that, if effectively addressed, would have the greatest long-term impact on the healthy development of children in your community.

Selecting the final priority risk factors involves considering both the objective data and community-specific issues, factors and concerns. All communities make priority decisions, but those decisions aren't always based on a systematic process that uses the best objective data available.

Why focus on risk factors instead of protective factors? Based on protective-factor data from the Communities That Care Youth Survey, you may choose to focus on several protective factors for special attention. However, keep in mind that to achieve the greatest effects on the prevalence of adolescent problem behaviors, it is important to focus on a manageable set of risk factors and select evidence-based programs and strategies that address specific risk factors and enhance protective factors. For example, a program that addresses risk factors in the school domain should also work to enhance protective factors in the school domain.

Identifying community strengths

- Elevated protective factors
- Low levels of a risk factor
- Low levels of a problem behavior

Community Assessment Training

Communities That Care



Slide 4-15

Notes

Objective 2: Identify community strengths and two to five priority risk factors.

As we discuss the prioritization process and then practice identifying priorities, keep in mind that we're not just looking for negatives in the risk- and protective-factor data. The data may also reveal strengths in your community—strengths you can build on as part of prevention planning. For example:

- *The Communities That Care Youth Survey may reveal greater than average opportunities and rewards for prosocial involvement at school.*
- *Data may indicate low levels of the risk factor "Family Management Problems."*
- *The data might show that few youth are involved in violence in your community.*



Slide 4-16

Notes

Prioritize risk factors based on:

Communities That Care

- Data analysis
 - comparisons
 - trends
- Clusters of elevated risk
- Ability to influence
- Political/social/economic considerations.

Community Assessment Training

4-16

Objective 2: Identify community strengths and two to five priority risk factors.

So how do you prioritize risk factors? By asking these key questions as you look at the data:

- Which risk factors are high compared to corresponding national and/or state data? Which are the highest in comparison to other risk factors? Which risk factors show significant trends in unwanted directions? Even if levels of risk are not above national and/or state averages, they may be changing rapidly and you may want to reverse the trend.
- Is there an identifiable cluster of elevated risk factors that, addressed together, could provide a synergistic response? For example: family conflict and family management problems; or availability of drugs, favorable attitudes toward drugs and early initiation of drug use.
- Which risk factors can the community realistically tackle at this point? Some (such as extreme economic deprivation) may be too big, or there may be another effort in the community to address them. Also, consider how many risk factors the community has the resources to address. If the community does not have a lot of financial or human resources, then it may be appropriate to narrow the list to one or two priority risk factors.
- Consider political, social and economic factors in the community. What is best for the community? Which of the high risk factors would policy makers find acceptable to address at this time?

The prioritization process

Communities That Care

- Identify method ahead of time.
- Involve Key Leaders and Community Board.
- Involve the broader community.
- Set a time line.

Community Assessment Training

4-17



Slide 4-17

Notes

Objective 2: Identify community strengths and two to five priority risk factors.

As we've discussed, there are several ways to use the data and other information about your community to decide on the priorities. The process your community uses to make this decision may not work for another community. But here are some things to keep in mind as you plan for prioritization:

- It's important to identify beforehand how the decision will be made, who will be involved and how the priorities will be communicated to all stakeholders. It is also important to secure Key Leader agreement on the decision-making process beforehand. Key Leader support for the priorities is critical to successful implementation of the plan.
- Regardless of who makes the final decision about priorities, Key Leaders and Community Board members need to be involved in the prioritization process in order to build buy-in and support for the priorities.
- It can also be helpful to get input from the broader community during the decision-making process. This can help the Community Board make a sound decision and help build support for the prevention plan throughout the community.
- It's easy to get bogged down in the decision-making process. Regardless of the process you decide on, it's important to establish a time line for making the final prioritization decisions—and stick to the time line as closely as possible.



Slide 4-18

Notes

Examples of decision-making processes:

Communities That Care

- The Community Board and Key Leaders make the decision.
- The broader community has input.
 - Road show: Community presentations and/or forums
 - Questionnaire

Community Assessment Training

4-18

Objective 2: Identify community strengths and two to five priority risk factors.

Let me give you some examples of decision-making processes:

- *The Community Board could identify priorities by consensus, without input from the broader community. These would be presented to the Key Leaders for endorsement.*
- *The decision could be made with input from the community. Here are a couple of ways to get community input:*
 1. *You could hold a series of presentations or community forums around the community, presenting an initial short list of possible priorities and offering community members a chance to voice which they think would be best to focus on.*
 2. *Another way to get input from the community is by mailed questionnaire.*

You could also use a combination of these methods.

Help participants begin planning the prioritization process using the Prioritization Planning Worksheet on the next page.

[illegible]



Slide 4-19

Notes

Making hard choices

Communities That Care

Inclusiveness

Time lines and resources

Not enough data

Need to move forward

Wanting to "do it all"

Need to prioritize

Community Assessment Training

4-19

Objective 2: Identify community strengths and two to five priority risk factors.

Many times you will find that several risk factors are elevated. In these cases, you must decide what criteria you will use to make tough decisions about which risk factors to select as priorities.

Communities battle with this hard decision. The final decision will be about balancing different aspects of the process:

- The Community Board must be realistic about how much community outreach they can conduct when making the prioritization decisions. The amount will be limited by the amount of time and financial and human resources available.
- There will always be people that want to have a perfect set of complete data. Unfortunately, it will usually take too much time and money to achieve this. Therefore, at some point you'll have to decide that you have enough data to make prioritization decisions, even if you continue collecting data about certain risk factors after those decisions are made. Remember, it's important to identify priorities based on solid, reliable data—but you need to keep the goal in mind and avoid getting bogged down in the data collection process indefinitely.
- Some people will not want to "give up" on any risk factors and will want to continue to try to address them all—or at least nine or ten. Remember the balloon activity. You need to focus your efforts. Also, keep in mind that when you address one risk factor, you will often be impacting many more. For example, a parenting class may address a number of family risk factors.

Communities That Care



- Have participants work with their community's *Communities That Care Youth Survey* report or the *Anytown County Youth Survey Report*. Direct participants to the fictional "Supplemental Archival Data" in the Participant's Guide.
- Ask participants to break into five groups. Tell each group what its assignment is:
 - Group One: Community risk factors
 - Group Two: Family risk factors
 - Group Three: School risk factors
 - Group Four: Peer and individual risk factors
 - Group Five: Problem behaviors
- Review the instructions on the slide and the worksheets on the next two pages. Ask each group to assign one person to report their findings and observations about the process.
- About five minutes before groups are ready to present, display slide 4-18 and review what they should plan to cover.

Module 4

Risk Factor/Problem Behavior Data Analysis Worksheet

Directions

1. Individually or in pairs, fill out one worksheet for each risk factor or problem behavior assigned to your group. For example, if your group was assigned the family domain, you should fill out a worksheet for each risk factor in the family domain. Use your *Communities That Care Youth Survey* report and the fictional Supplemental Archival Data in your Participant's Guide as your data sources.
2. As a group, discuss each risk factor/problem behavior and fill in the Data Analysis Summary Worksheet on the next page. In the "priority" column, label each risk factor priority 1, 2 or 3, with 1 being the highest priority.
3. As a group, identify protective factors that are high or low in your assigned domain (risk factor groups only).
4. As a group, identify one top-priority risk factor and any community strengths revealed by the data.
5. Assign one person to report your findings to the larger group. Plan to summarize your discussion and comment on the decision-making process.

Domain: _____

Risk factor/problem behavior: _____

Indicators collected: _____

1. If trend data is available, is there evidence that this risk factor/problem behavior is getting worse or better over time? (If worse, keep it on the list as a possible priority.)

2. Is there evidence that this risk factor/problem behavior is elevated in our community compared to state, national or other communities? (If so, keep it on the list as a possible priority.)

3. How does this risk factor/problem behavior compare with other risk factors for our community?

4. Based on the data analysis, should this risk factor/problem behavior be considered for prioritization? (Remember that you'll be selecting risk factors for prioritization, but it's also helpful to know which youth problem behaviors are most prevalent in your community.)

☐ Yes ☐ No

If yes, why?

Data Analysis Summary Worksheet

[illegible]

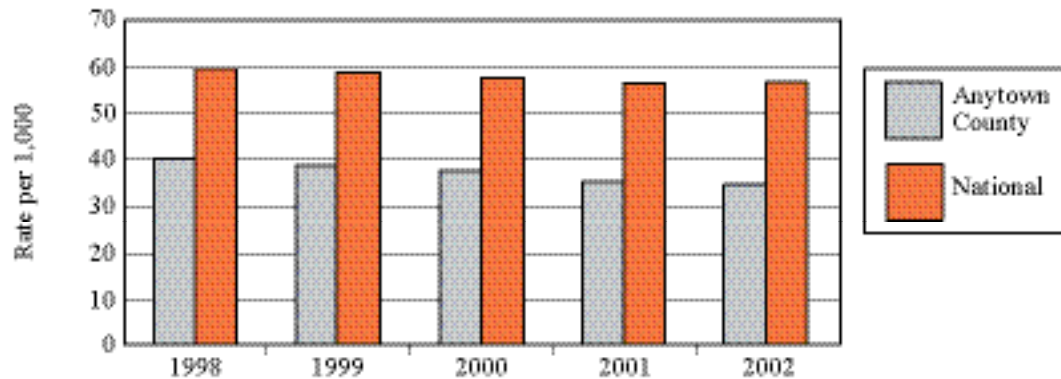
Module 4

Supplemental Archival Data for Anytown County

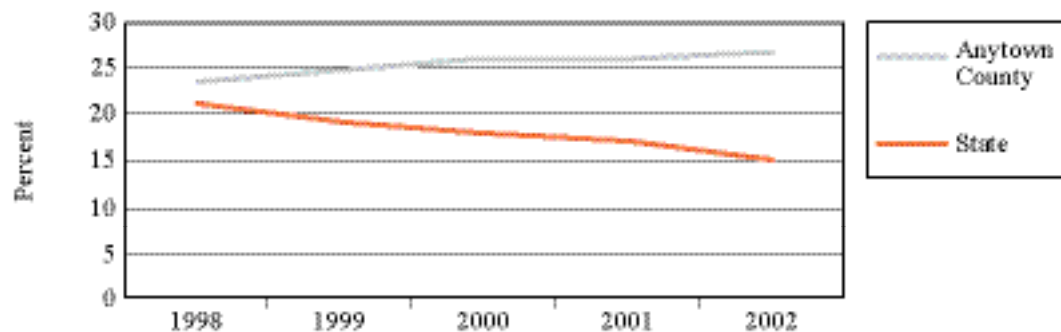
Risk Factor: Extreme Economic Deprivation

Domain: Community

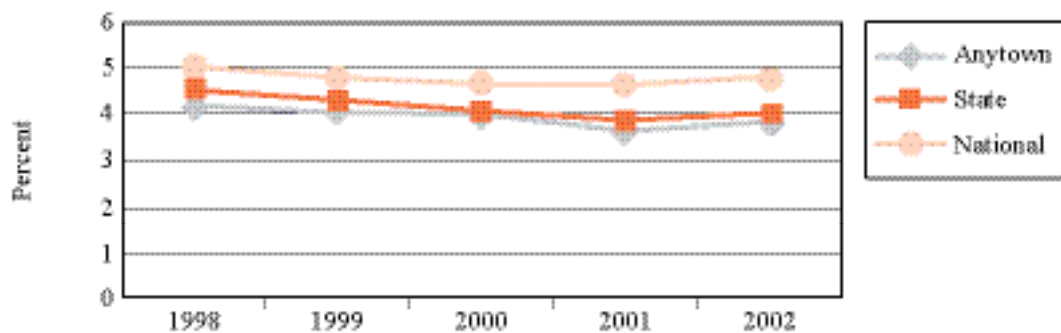
Average Monthly Food Stamp Recipients



Students Eligible for Free or Reduced School Lunch Program



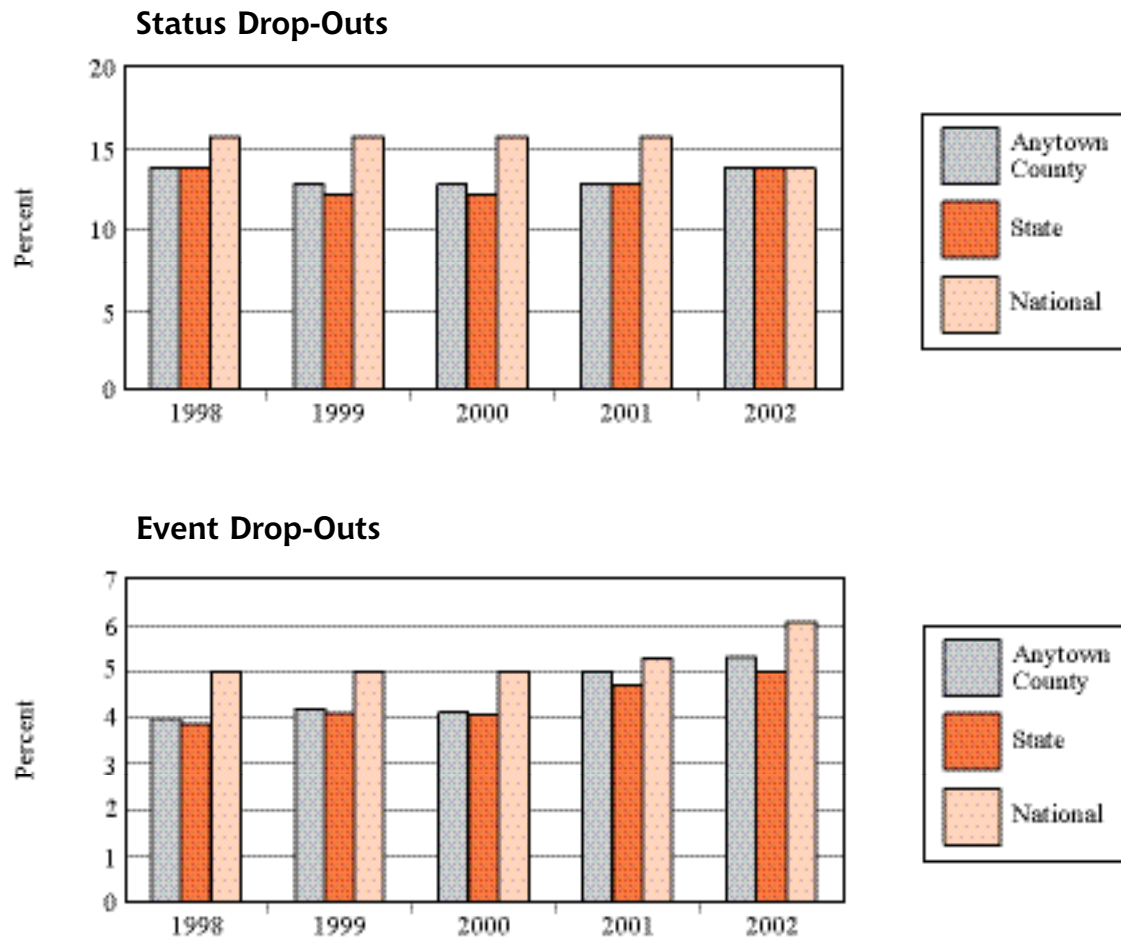
Unemployment



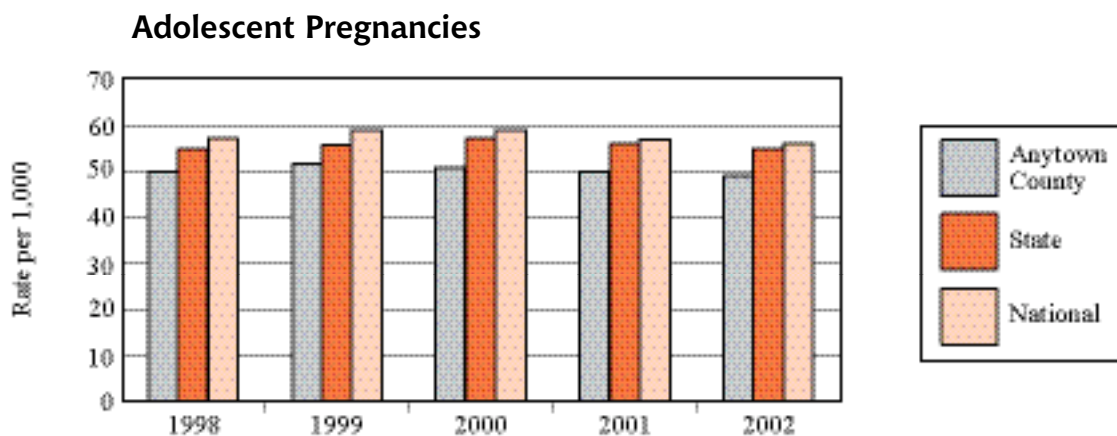
Note: All data shown on pages 4—30 and 4—31 is fictional and doesn't represent actual county, state or national data.

Supplemental Archival Data for Anytown County, Cont'd

Problem Behavior: School Drop-Out



Problem Behavior: Teen Pregnancy





Slide 4-21

Data analysis report-out

Communities That Care

Report your group's findings:

- One priority risk factor
- Community strengths
- Additional data to collect
- Observations on the process

Community Assessment Training

4-21

Objective 2: Identify community strengths and two to five priority risk factors.

Ask a member of each group to report on the findings and on the process itself. Once all the groups have reported, briefly summarize any problems or issues with the decision-making process so far. Then, ask them to turn to the next page, where they will find the Community Prioritization Worksheet. Based on the small group findings and discussion of the data as a whole, work with the entire group to select community strengths and two to five priority risk factors.

Notes

Community Prioritization Worksheet

Most prevalent problem behavior(s):

Community strengths:

Priority risk factor #1:

Rationale:

Priority risk factor #2:

Rationale:

Priority risk factor #3:

Rationale:

Priority risk factor #4:

Rationale:

Priority risk factor #5:

Rationale:



Slide 4-22

Summary

Communities That Care

- Consider the data and other community issues.
- Plan the decision-making process.
- Involve the community.
- Set a time line.



Community Assessment Training

4-22

Objective 2: Identify community strengths and two to five priority risk factors.

Review the slide. Discuss any issues, questions or problems that came up during the practice exercise. If time permits, help the group resolve these issues and refine the prioritization plan they developed earlier in this module.

Notes



Slide 4-23

Notes

Let participants know that in the next module, you will discuss how they can prepare a community assessment report and other materials to help communicate the assessment results to the Community Board and the broader community.

Notes